



# Behaviour and Relationships Policy

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**Version Control**

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Page 7 and Page 10	Reference to online behaviours and activities added
Page 16	Reference added to staff section to ensure we teach online safety/encourage children to make good choices.

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We believe that by promoting excellent behaviour we will create a happy, caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour. We recognise that most children learn by example, but that some children need explicit teaching about what is appropriate and what is not appropriate. In our school we believe in providing positive role models and in having high expectations.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and excellent behaviour is the norm. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment. We believe in the value of relationships and in the importance of supporting children and adults to make amends if things go wrong.

We work closely with the School Council to represent their views and opinions in the belief that children should be encouraged to participate in creating school procedures.

We, as a school community, have a commitment to promoting equality.

### **Aims**

- To create an ethos that makes everyone in the school community feel valued and respected.
- To ensure our core values underpin all that we do.
- To promote excellent behaviour by forging sound working relationships with everyone involved with the school.
- To ensure that learners understand that they are responsible for their behaviour and also for the consequences of their behaviour.
- To prevent all forms of bullying among pupils by expecting excellent behaviour and respect for others.
- To make consistent positive reinforcement easy with clear procedures for re enforcing, encouraging and celebrating excellent behaviour
- To define the agreed consequences at both classroom level and for more serious behaviours.

It is our belief that behaviour is learnt and therefore can be changed. We teach children how to behave well, how to develop positive relationships and how to be considerate and self-disciplined individuals.

### **We expect children to:**

- Learn well and to the best of their ability
- Talk to others in a polite and courteous way
- Show respect for others and their personal space
- Accept responsibility for their own behaviour
- Support the learning of others by behaving well
- Look after the environment and property
- Be honest
- Be understanding of and respect each other's culture and behaviour and differences
- Listen effectively to other people

## **Legislation and Statutory Requirements**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for Head Teachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy takes into account:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## **How do we promote excellent behaviour?**

Our approach is based on our understanding that positive actions are more effective than negative ones.

We follow the Five Pillars of Practice:

- Consistent, calm adult behaviour
- First attention to the best conduct
- Relentless routines
- Scripting difficult interventions
- Importance of repair - follow up with a restorative type conversation

### Three Expectations

We have three expectations that are at the heart of our approach to behaviour. We reinforce and promote these expectations throughout the school: in our classrooms, assemblies, lunch hall, play grounds and corridors.

**Be Ready**

**Be Kind**

**Be Safe**

We teach the children across the school what it means to be Ready, Kind and Safe. All of our behaviour expectations refer back to these three expectations.

### Adult Behaviours that we have agreed:

- Meet and greet each pupil at the classroom door
- Refer to 'Ready, Kind and Safe' when talking to children about behaviour
- Be fair and consistent
- Give first attention to the best conduct
- Model positive behaviours and actively build relationships
- Listen to pupils
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use the class recognition board consistently
- Use positive praise throughout the lesson
- Be calm and give 'take up time' when going through the stepped boundaries. Remember prevent before sanction and consistency not severity
- Follow up every time, ensure you discuss with pupils and listen to what they have to say
- Never ignore or walk past pupils who are behaving badly

### Routines that we have agreed:

- **Courtesy and good manners.** Pupils are recognised for showing good manners through their words, actions and body language and for showing courtesy consistently to all peers and adults in school
- **Focusing quickly when asked.** Adults will use a range of techniques to gain attention of a group of learners, appropriate to the lesson or environment. These are explained to the pupils then positively reinforced.
- **Calm, orderly transitions.** High expectations are set by adults and then relentlessly reinforced. 'This is the way we do it here' – 'legendary lining up', 'wonderful walking', holding doors. Pupils are expected to manage transitions independently during less structured times of the day.
- **High quality environment that is organised and tidy throughout the school.** All staff and children have a responsibility to ensure the environment is the best it can be. Useful or beautiful is the school mantra. Displays should reflect our core values and expectations and have positive images of our learners.
- **Wear school uniform with pride.** Pupils are encouraged to show their sense of belonging to the school community by wearing the correct school uniform and PE kit.

## **First Attention to the Best Conduct**

Regular praise and encouragement is part of the school ethos.

All staff are committed to recognising and promoting behaviour that goes 'above and beyond'. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. We notice excellent behaviour, comment on it and, where appropriate, share it with others.

'Well done, Year 3 – you are all lining up so quietly and sensibly'

- Weekly Achievement Assemblies in KS1 and KS2;
- Praise;
- Stickers and certificates;
- Star of the Week;
- Showing learning around the school;
- Sharing with parents/carers in verbal and written form;
- Team Points
- Name on recognition board
- Additional individual class reward systems.

Through our curriculum children are involved in stories, assemblies, planned activities, learning opportunities and games which teach them about good and appropriate ways of behaving.

## **Raising Self Esteem**

Children whose behaviour distracts them or others from their learning are often unhappy, may feel insecure and have low self-esteem. We aim to raise the self-esteem of each child by:

- Knowing and using their preferred names
- Knowing their family connections and something of their life outside school
- Avoiding stereotypes and stereotyping
- Having high expectations of each child
- Making time to talk to individuals
- Ensuring that mistakes are dealt with and then forgotten
- Being seen to deal evenly and fairly with all children
- Noticing and responding to a child in difficulty
- Listening carefully to both sides of a story where there is confusion or disagreement before making a decision
- Apologising when we make mistakes
- Planning group and class activities designed to promote self esteem

## Talking it through – Language and Micro Scripts

We talk with children either individually, in a group or as a whole class about behaviour expectations. Each class has a weekly circle time session which can be used to remind children about behaviour expectations and discuss different types of behaviour which may be causing difficulty for an individual child or a group of children. Teachers may also use this time to teach children specific strategies for problem solving and managing conflict. It is important to stay calm when dealing with challenging behaviour. We use scripted, consistent conversations when talking to children, which give a clear message and remind them that they are responsible for their behaviour.

## Language and Microscripts for Intervening with Behaviour

- Show me what ready/kind/safe behaviour looks like in the classroom/playground
- Thank you for showing me that you are ready
- I understand...( that you are angry/upset)
- I noticed you are...( having trouble getting started, wandering around the classroom
- I need you to ...(come with me so that we can talk and resolve this properly)
- Maybe you are right...(maybe I need to speak to them too)
- I know you will make the right decision
- The choice is ...or...The consequence will be..... I'll give you some thinking time
- How can you show me that you are ready/kind/safe
- Do you remember last week when you ...(arrived on time every day)
- Whenever you are ready to talk, I am here

It is important to try to give children what they need, rather than what they 'deserve'. Children are usually trying to communicate something by their behaviour. Most children need people not punishment. They need to feel safe and they need to know that all adults will deal with things in a consistent, predictable and fair way. Children need boundaries to feel safe. If a sanction is necessary we focus on the primary behaviour and try to ignore subsequent behaviours until later. Once the child is calm, secondary behaviours will be addressed.

## Definitions of Poor Behaviour

The lists below provide examples of different levels of behaviour which are considered to be inappropriate. This also includes online behaviours and activity. Whilst these have been drawn up to cover most examples of different behaviours, they are **not exhaustive**, and any behaviour which differs from these examples will be considered in its own right and categorised appropriately.

Examples of **inappropriate behaviours** are:

- Constant chatting
- Calling / Shouting out in classrooms or corridors
- Unfinished or unacceptable work due to time wasting
- Not looking after resources carefully
- Not sharing or co-operating
- Thoughtlessly "rough" play
- Interrupting the teacher
- Running in the corridor
- Name calling
- Sexist comments

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Examples of **Serious inappropriate behaviours** are:

- Inappropriate behaviours consistently repeated after adult intervention.
- Racist remarks or behaviour, bullying, homophobia or sexist comments.
- Dangerous behaviour [e.g. throwing stones, climbing the fence, absconding]
- Spitting
- Biting and other forms of physical assault
- Fighting
- Stealing
- Refusing to do what an adult has requested
- Answering back aggressively
- Swearing
- Damaging schools and other children's property deliberately
- Graffiti

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual jokes or taunting
- Sexual comments
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

There are more serious examples of inappropriate behaviours which, whilst we do not expect to see them, we must recognise do exist.

**Examples of this would be:**

- Persistent refusal to accept school, class or playground rules, or authority of adults
- Extremely disruptive behaviour which prevents other children from learning and compromises their safety and welfare
- Violent behaviour towards other children which does not improve after intervention
- Physical or verbal aggression towards a member of staff/ adult
- Extremely violent behaviour resulting in injury
- Repeated bullying, racism, homophobia or sexism
- Serious damage to school buildings
- Bringing dangerous items to school such as lighters, matches, weapons or drugs.

Possession of any prohibited items.

These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items



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- Tobacco and cigarette papers
- Vapes (empty or full)
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

*Any one of these behaviours could result in immediate Permanent Exclusion*

### **Five Steps to Consequence and a Restorative, Not Punitive Ending**

**Reminder :** A reminder of the expectations; Kind, Ready, Safe. Legendary Lining up and Wonderful Walking (delivered privately wherever possible). The adult makes them aware of their behaviour and the learner has a choice to do the right thing. Repeat reminders if reasonable adjustments are necessary. The aim should be to keep things at this stage.

**Caution:** A clear verbal caution delivered privately to the learner ensuring they understand the behaviour that is required and the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous conduct to show that they are able to make good choices.

**Last chance :** The pupil is asked to speak to the adult away from others; they are given a final opportunity to engage. Offer a positive choice and refer to previous examples of good behaviour. Use the scripted intervention and attach 'Stay behind for two minutes after class' to this step. This is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.

**Consequence :** This might be a short time outside of the class, in another class, at a reflection table or at the side of the playground. It is an opportunity for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.

**Repair:** This might be a quick chat at break time or a more formal restorative conversation, using the type of questions below:

- Can you tell me what happened? What were you thinking at the time? Can you explain how you were feeling? What are you thinking/ feeling now?
- Who has been affected or harmed by what happened? How?
- What needs to happen to make it right and repair the harm?
- If the same thing happened again, what could be done differently?

## **Consequence**

Once pupils reach the consequence stage, this is recorded on Safeguard in order for the incidents to be tracked and monitored. Staff should use their knowledge of the pupil, taking into account their age and level of understanding, when deciding if, when and how to use consequences. Adults should consider how best they can encourage a pupil to achieve his or her best and allow others to do the same. They should consider if consequences have been used previously and what impact they had. This is also relevant for online behavior and activities..

## **Yellow Stage Interventions**

If poor behaviour persists and the agreements made in the restorative conversations have not been adhered to, a more formal agreement will be drawn up, using paper forms. This must also be logged on Safeguard. Pupils will have their behaviour discreetly monitored by adults to show progress towards the agreed expectations. Parents/carers will be informed via a meeting/ phone call or in writing. This is managed by the class teachers, alongside lunch time supervisors when needed, with the support of SLT.

## **Red Stage Interventions**

Actions that fall below our expectations of behaviour and have caused serious hurt/ harm to others or caused purposeful damage, will result in a red stage intervention. A consequence will be issued then a reparation meeting held, resulting in a formal restorative contract. Incidents of concern are recorded. This is managed by SLT, alongside class teachers, the lunch time supervisors and After School/ Breakfast Club Lead when needed.

## **Behaviours that would lead to a red stage intervention:**

- Comments directed to another person, spoken with intent and understanding, that are racist, homophobic, sexist or discriminatory against a faith/ culture/ language/ country of origin/ disability, biphobic or transphobic
- Threatening language or actions
- Swearing or rude gestures directed at a person
- Shouting or being verbally aggressive to another pupil or adult
- Repeated or more serious incident of stealing
- Repeated or more serious damage to school or another person's property
- Purposefully causing more serious physical harm to another pupil or adult
- Bullying behaviours – repeated, intentional harmful words or actions directed at one person or a group; encouraging others to join in with such actions
- Actions that could cause danger to self or others; and refusing to comply with adult instructions
- Bringing in prohibited items – including vapes.

## **Responding to Misbehaviour**

The school may use one or more of the following consequences in response to unacceptable behaviour:

- A verbal reprimand
- A change of environment [e.g. a paired class]

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- Expecting work to be completed at home, or at break or lunchtime
- Time Out at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a Behaviour or Pastoral Support Plan
- Internal Isolations
- Removal from the classroom
- Suspension (Formerly Fixed Term Exclusion)
- Permanent Exclusion

### **Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of the Senior Leadership Team, and will be removed for the remainder of the lesson.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head Teacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

## **Suspension and Permanent Exclusion**

Only the Head Teacher can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A suspension does not have to be for a continuous period.

Exclusion may be the result of persistently poor behaviour or a serious single incident. The length of an exclusion will depend upon a number of factors, such as the severity of the incident, and the likely impact on the child's learning and ability to succeed on returning to school. Such decisions will be made in the best interests of the child, whilst also mindful of the need to reinforce expectations of the school in a clear and consistent way.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the head teacher's duty to notify parents, apply in all cases. Lunchtime exclusions are counted as half a school day.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

### **Permanent Exclusion**

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

### **Supporting Each Other**

A key aspect of our policy is helping the children to understand how they can support each other with their behaviour. Children support each other in a number of ways:

- Modelling appropriate behavior
- Showing disapproval of poor behaviour;
- Children mentoring one another;
- Children as playground leaders;
- Class council;
- School council;
- Circle time.

### **Team Points**

On entering Year 1 children are placed in one of 4 teams where they remain throughout their time at Raglan. Team Points are awarded in recognition of specific good behaviour, positive contributions to the school environment and good effort with their learning. In weekly Key Stage Achievement Assemblies, the coloured ribbon on the Team Cup is changed to reflect the winning team each half term. All members have a celebration 'Colours Day' the first Friday of each half term. All staff members can award Team Points to any child "caught" doing something good in school.

## **Understanding Individual Needs**

This policy is based upon our expectation that adults working in school will build relationships, gain an understanding of individual needs and use strategies and approaches that enable all pupils to flourish.

Where a child has additional educational needs, behaviour may be addressed outside the agreed practice in this policy. Individual programmes may be devised with the Inclusion Manager to support these children in developing an understanding of acceptable behaviours in school. Staff will work closely with parents/carers and may consult with specialist professionals to establish targets and resources to support the child at home and in school.

Staff work hard to identify triggers and reduce anxiety for children with additional needs. Support strategies may include 'Now and Next' cards, social stories, comic strip conversations, pictorial timers, sand timers, Wow! Books and individual behaviour support plans. The school's nurture room aims to provide a safe and calming environment for children who are finding the school day particularly difficult to manage.

However, if incidents occur where the safety, well-being or learning of others has been seriously affected, even though adjustments have been made, a Yellow or Red stage intervention would be put in place. Staff are encouraged to be open and supportive of each other; we are working as a whole team to promote excellent behaviour. Support is available via the senior leadership team.

## **Anti-Bullying**

Children and young people have many rights and one of them is the right to be safe. We value and work towards positive emotional health and well-being for all children and young people. We aim to create a climate of respect where anti-social and bullying behaviours are not accepted or tolerated.

Bullying is behaviour (physical or emotional) which occurs deliberately and repeatedly and hurts, intimidates, frightens, harms or excludes another individual or group. This means that bullying is difficult to defend against.

It can take many forms including racist, homophobic, gender and cyber bullying.

There are three common aspects:

- a. It consists of deliberately hurtful behaviour.
- b. It occurs repeatedly over a period of time.
- c. It is difficult for those being bullied to defend themselves.

This may take many different forms:

- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting, making offensive remarks
- Exclusion – deliberately leaving children out of games and activities
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumors
- Cyber-bullying - sending malicious e-mails or text messages on mobile phones, misuse of any technology and video facilities

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We explain to children that:

- Bullying is when a person or persons repeatedly use words, physical strength or actions to hurt them and make them unhappy.
- A bully is someone who deliberately uses words, strength or actions to hurt someone when they know they cannot or will not stop them.

All staff are alert to the signs of bullying and pupils are encouraged to tell their class teacher or other adults working in the school. Worry Boxes in classrooms and a Listening Ear Programme support the sharing of concerns over bullying. Information is shared in confidence with other staff as necessary. Teachers always take bullying seriously and deal firmly with such behaviour.

If a child persists in bullying, formal sanctions will be brought into play. Victims of bullying will be reassured, offered further support and their parents/carers will be invited to discuss next steps in school.

**Bullying can include:**

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

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Cyber-bullying

Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy Appendix 4.

## Outside Agencies Roles and Responsibilities

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- Educational Psychologist;
- Education Welfare Officer;
- Counsellors/mentors.
- BTA Midfield Outreach Team

## Roles and Responsibilities

### The Governing Body

The Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the Head Teacher to account for its implementation.

### The Head Teacher

The Head Teacher is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour

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- Implementing the behaviour policy consistently
- To teach and discuss aspects of the personal development curriculum and online safety curriculum to support the children to make good choices
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on secure internal systems
- Challenging pupils to meet the school's expectations

The senior leadership team will support staff in reporting and/or responding to behaviour incidents as required.

## **Parents and Carers**

Parents and carers are expected to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## **Pupils**

- Pupils will be made aware of the following during their induction into the behaviour culture:
- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.



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- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

## **Mobile Phones**

### **Walking To and From School Independently**

Children in Year 5 and 6 only who have permission (and whose parents have completed the Independent Walking to and From School Form) are permitted to bring a mobile phone into school. If children are not independently walking to and from school then they are not allowed to bring a mobile phone into school.

*NB: The school strongly advises that Year 5 children are too young to walk independently to and from school. Ultimately this is parental choice.*

If phones are misused by children walking to and from school then they are subject to consequences for these actions. Depending on the severity of the incident and should it compromise the safety of the mobile user and / or other children this could result in suspension or permanent exclusion.

Mobile phones will be switched off upon arrival at school handed into the class teacher and these will be secured until the end of day.

Mobile phone use by pupils is not permitted on school trips or residential. There are systems in place should parents of children need to be contacted on these school activities.

### **Medical Use**

Mobile phones are also allowed for medical reasons, for example electronic and digital remote diabetic monitoring, in which case the pupil will keep the phone with them at all times. This will form part of the professionally written medical Care Plan.

The school accepts no responsibility for any mobile phone which is brought into school.

## **Behaviour Management**

### **Teachers' Powers**

#### Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Head Teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers can confiscate pupils' property

## **Behaviour Outside School**

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can include misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the classroom rules and behaviour curriculum
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally o
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## **Physical Restraint**

In some circumstances, staff may use a positive hold on a pupil in order to prevent them, amongst other things:

- Causing disorder

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- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Only be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

There are specific staff in the school that have been trained. Any member of staff (trained or untrained) is legally allowed to restrain a child if this is necessary and proportionate to avoid a child or member of staff being harmed. The school completes a report if restraint is used.

## **Confiscation**

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

**The general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.

**The power to search without consent** for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography must always be handed over to the police. No confiscated item will be returned to the pupil, but they may be returned to parents after discussion with senior leaders.

We will also confiscate any item which is harmful or detrimental to school discipline.

## Searching a Pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Head Teacher, or by the Head Teacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Head Teacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions

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- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the designated safeguarding lead (or deputy) to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items as identified in this policy, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots
- Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

## Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

## Informing Parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

## Support after a Search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## Strip Searches

The authorised member of staff's power to search outlined above **does not** enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

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Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### **Communication and Record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school cannot get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### **Who Will Be Present?**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Head Teacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

## Care After a Strip Search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## Off-site Misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## Online Misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school



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- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **Suspected Criminal Behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Head Teacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **Zero-tolerance Approach to Sexual Harassment and Sexual Violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information [insert link].

## **Malicious Allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **Responding to misbehaviour from pupils with SEND**

### **Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

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Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. We will try to anticipate and remove triggers of misbehaviour for example by:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

### **Adapting Sanctions for Pupils With SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering Whether a Pupil Displaying Challenging Behaviour May Have Unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Pupils With An Education, Health and Care (EHC) Plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

The school will communicate this to their Local Authority Case Worker.

### **Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Inclusion Leader will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs [please see the SEND Information Report for additional information]

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Pupil Transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **Staff Training**

All staff are provided with training on managing behaviour, for some, this includes positive handling training.

Behaviour management will also form part of continuing professional development.

### **Monitoring Arrangements**

This behaviour policy will be reviewed by the Senior Leadership Team (including the Inclusion Leader) and the Governing Body each year.

### **Links With Other Policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Allegations of Abuse against Staff
- Anti-Bullying Policy
- SEND Information Report

- Positive Handling Policy

### **Appendix 1: Connect Schools Academy Trust Behaviour Principles**

As a Trust, we believe it is the responsibility of each school community to create a safe, orderly and calm environment conducive to successful teaching, learning and play.

Behaviour is good when children are motivated and successful. The whole curriculum therefore must be relevant and appropriately delivered to cater for all children. All staff should promote a good role model in order to encourage children to develop self-esteem and self-discipline and to realise their full potential.

Each school within the Trust has its own Behaviour Policy which sets out in detail how the Trust approach is implemented. Each of these policies will embrace the whole Trust approach to behaviour which aims to:

- ensure positive relationships are built between children, staff and parents
- ensure a secure, safe and supportive environment for all members of the community
- foster the positive values of consideration, tolerance, courtesy and mutual respect for others
- encourage children to take responsibility for their own actions
- promote the development of self-esteem, self-discipline and high standards of behaviour
- support everyone in reaching their full potential, academically and socially
- provide praise and recognition of good behaviour through positive rewards and
- give consequences where behaviour does not meet expectations
- encourage parents and carers to be involved in the development of their child
- value the rights of individuals and promote a zero tolerance of bullying
- prepare pupils for their future economic well-being

The underlying values and principles of this approach are:

- physical violence and retaliation are not acceptable
- punctuality and attendance are essential
- all members of the school's community should respect each other and the environment
- everyone is treated fairly and equally
- that positive behaviours are recognised and rewarded appropriately
- effective procedures are in place to evaluate and monitor this policy
- all forms of bullying and harassment are unacceptable
- individuals own their own behaviour
- Restorative Justice is an effective way of dealing with conflict

We believe we will be successful for staff when:

- the behaviour policy and code of practice is fully understood and applied consistently across the Trust
- all members of the school communities promote and develop empathy and respect for others
- staff feel empowered to manage pupils' behaviour successfully
- praise and consequences are fairly used for both work and behaviour
- the curriculum is relevant, planned and well delivered to motivate all children
- classroom organisation and resource retrieval systems support effective teaching and learning
- all members of staff feel confident in asking for advice and support

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- the need to be flexible in professional judgement is acknowledged and acted upon
- reports of anti-social behaviour are acted upon immediately
- any incidents involving seriously unacceptable behaviour, loss, theft, damage to property and inappropriate remarks are recorded using the appropriate forms

We believe we will be successful for pupils when they feel:

- safe from bullying, including religious, racial and sexual incidents
- appropriate behaviour and good practice is recognised in all areas of school life
- confident to talk to staff and others when they feel they are risk
- privileges and rewards are given consistently by all staff
- all members of the community are treated as individuals with respect and consideration regardless of sex, age, creed or colour.

We believe we will be successful for parents when they:

- feel they understand the Trust's systems and procedures and support it
- feel that the management of pupils' behaviour in all Trust schools is consistently good
- feel that staff deal with behaviour issues patiently and positively
- accept their responsibilities for supporting the school rules and the school's code of conduct
- feel they can support the school when trying to resolve behaviour and conflict issues

## Appendix 2

# Raglan Primary School



## Anti-Bullying Policy

- We all have the right to be treated with respect and fairness and we should treat others how we would like to be treated.
- Adults should show children how to treat others with respect.
- At Raglan primary School we celebrate differences and diversity and we challenge stereotyping and prejudice.
- We all work together at Raglan Primary School and do not tolerate any form of bullying.
- We aim to create a climate of respect where anti-social and bullying behaviours are not accepted or tolerated.

### What is bullying?

- Bullying is wilful behaviour (physical or emotional) which repeatedly and purposely aims to hurt, intimidate, frighten, harm or exclude another individual or group.
- Bullying is behaviour that is physically and/or emotionally harmful to all involved.
- It can take many forms including racist, homophobic, gender and cyber bullying.
- It can lead to low self-esteem, low confidence, depression, anxiety and physical harm.

### There are three common aspects:

- It consists of deliberately hurtful behaviour,
- It occurs repeatedly over a period of time,
- It is difficult for those being bullied to defend themselves.

**What bullying/harassment 'looks' like - this may take many different forms:**

- **Physical** – hitting, kicking, taking or removing personal belongings without permission.
- **Verbal** – name calling, insulting, making offensive remarks.
- **Indirect** – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.
- **Cyber-bullying** - sending malicious e-mails or text messages on mobile phone, misuse of any technology and video facilities.

**We explain to children that:**

- Bullying is when a person or persons repeatedly use words, physical strength or actions to hurt them and make them unhappy.
  - A bully is someone who deliberately uses words, strength or actions to hurt someone when they know they cannot or will not stop them.
  - All staff are alert to the signs of bullying and pupils are encouraged to tell their class teacher or other adults working in the school.
  - This is shared in confidence with other staff.
  - Teachers always take bullying seriously and deal firmly with such behaviour.
  - Teachers and other adults work with both victim and perpetrator to ensure that the incidents and issues are resolved and not repeated.
  - If a child persists in bullying, the formal sanctions outlined in the Pupil Behaviour and Discipline Policy will be brought into play.
  - Victims of bullying will be re-assured, offered further support and their parents involved in all cases.
- Please see Behaviour and Relationships Policy for more detail.